



Disability Equality and Awareness Training Framework for Transport Staff

Research conducted on behalf of
Disabled Persons Transport Advisory Committee

Research conducted by



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Foreword

The Disabled Persons Transport Advisory Committee (DPTAC) was established under the Transport Act 1985 to act as the statutory advisor to the Government on the transport needs of disabled people.

The aim of DPTAC is that disabled people can go where everyone else goes and can do so easily and without extra cost. In recent years there has been significant progress in making travelling by public transport a realistic option for disabled people. While there is still some way to go before we have a fully accessible public transport system, we have seen improvements in access to vehicles and transport infrastructure. Thanks, in part, to the Disability Discrimination Act, and to European regulations, progress will continue to be made.

However, despite these improvements, disabled people continue to face daily obstacles when travelling. A key element of this is poor or inadequate disability equality training of staff, who are often unable to give disabled travellers the support they would like to provide.

DPTAC commissioned CEDS to produce a training framework that will help transport providers identify the requirements of disabled passengers, and the training staff require to help assist them properly. In essence, our framework focuses on good customer care for disabled people. Just as improving accessibility for disabled people improves accessibility for all, our framework should help transport operators deliver a better service to all passengers.

We hope you find the framework a useful resource.

Carol Thomas

DPTAC, Chair of the Education & Training Working Group

Introduction

The Research Process

The Disability Equality and Awareness Training Framework was developed through a process of qualitative research and analysis.

A literature and information review explored a range of issues, including the duties and responsibilities of transport providers towards disabled travellers, the barriers faced by disabled travellers, steps taken to address these barriers, and the potential of staff training to increase the accessibility of transport systems for all travellers. The issues emerging from the literature review were then explored in more depth through discussion with disabled people (individuals and interest groups) and transport providers.

Detailed information on the actual experiences of disabled travellers making multi-modal journeys was collected through an extensive mystery shopping exercise. This focused on the impact of staff performance on disabled travellers' journey experiences, and on the identification of good practice as well as difficulties encountered.

Current best practice in the provision of disability equality and awareness training was identified through discussion with training specialists working in or for the transport sector. This provided information on existing training programmes and resources, guidance from both transport sector and disability interest groups on what should be included in the training, and existing performance standards for disability equality and awareness in transport and other customer service contexts (e.g. occupational qualifications).

Analysis

The research generated a large amount of detailed information, from a variety of stakeholder perspectives, relating to the disability equality and awareness needs of transport staff. Content analysis was applied to this complex data set in order to identify general principles for disability equality and awareness training, and to develop a detailed specification for what transport staff need to do and know in order to meet the needs of disabled travellers.

Developing the Framework

The key findings that emerged from the analysis, and formed the development of the framework, are as follows:

- Much good practice in meeting the needs of disabled travellers is an extension of good practice in dealing with all customers.
- The training framework must be flexible to the needs of different transport modes and individual transport organisations, and must take into account operational requirements, including health and safety.
- The precise nature of the barriers encountered by travellers will vary according to the nature of their disability and the mode of transport they are using, but the underlying staff awareness issues are common to all.
- Even where extensive good practice is in place, lack of continuity of service within or between transport providers will make the whole journey inaccessible. A framework that is organised around staff roles or journey stages, rather than passenger need, will increase the risk of service breakdown at some point during the journey.
- The needs of disabled travellers must be at the heart of the training framework to ensure that the service fits the passenger, rather than making the passenger fit in with the service.

The training framework was developed to reflect these principles and to clarify the behaviour, knowledge and understanding that staff need to be able to demonstrate in order to achieve an accessible transport system.

The Training Framework

This Training Framework document contains tables, but is available in non-tabular format from DPTAC, 2/23 Great Minster House, 76 Marsham Street, London SW1 4DR. E-mail gary.kemp@dft.gov.uk
Tel: 0207 944 8011. The Framework is also available in alternative formats from the above address.

1.0 Introduction

1.1 Who Should Use The Framework?

The framework is designed to be used by all those involved in the delivery or commissioning of training for transport staff within the UK. It has been developed to address the operational requirements of all public transport providers across all modes, whether they are multi-site national networks or small locally-based operators. It is not intended to be used directly by learners.

Since staff roles will vary according to the transport mode and job function, sections of the framework can be emphasised to reflect key tasks and responsibilities. However, all staff should develop a comprehensive and shared understanding of the issues faced by disabled passenger's at all different stages of their journey, and of the service delivery that could avoid, or alleviate, potential barriers to travel.

1.2 How Will It Help?

The framework has been developed to ensure transport providers are meeting legal requirements and operational best practice for access to their services by disabled passengers. Whilst the emphasis is on the disabled passenger, the core principles and operational requirements are embedded in good customer service, including the ongoing development of performance by staff and the organisation.

Framework details incorporate research findings on good practice currently seen within transport organisations and existing qualifications, and feedback from disabled passengers and representative groups.

The framework will allow transport providers to evaluate existing training programmes and, where necessary, structure new staff development activities. For those providers where staff currently undertake disability equality and awareness opportunities, it can be used to review the scope of programmes to ensure they meet the breadth and level of detail described in the framework. For organisations currently developing or updating programmes, it will provide key information on desired learning outcomes which, in turn, will lend itself to ongoing evaluation of performance.

For organisations delivering or commissioning training programmes that lead to nationally accredited qualifications, the framework can be used to support training delivery. For example, where qualifications list 'disability' within a broad range of 'diversity' requirements, the framework can provide a structured approach to the identification of content that should be included depending upon specific job roles and contexts.

Since it provides details of intended staff performance and supporting knowledge, the framework lends itself to quality assurance checking within organisations. However, this is not the primary purpose of the framework so it should be recognised that any such use is likely to require further work by quality assurance departments.

2.0 FRAMEWORK STRUCTURE

2.1 How Is The Framework Structured?

The framework uses similar language to accredited vocational qualifications. This is intentional. Developers and deliverers of training and assessment relating to these qualifications will find this language familiar. Those organisations approaching this style of learning and assessment for the first time should find that this provides a useful introduction to the style of occupational competency frameworks (though the latter are usually driven by job roles).

2.1.1 Units

There are 5 unit headings. These are based on research findings and outline the key issues for transport staff and disabled passengers. The unit headings and brief description of their aims are as follows:

Unit 1

Recognise Disabled Passengers and Assess Their Needs

At first contact, staff should be able to recognise and assess which passengers may be disabled. Having made this assessment (which will require a detailed knowledge of different disabilities, including hidden disabilities, and an understanding that passengers are individuals with different abilities) they should explain how they can help, find out what help the passenger would like, and explain the support they and their service can offer. They should then match needs with available resources. This might include deciding that a dedicated space is used on a bus, that directions are given to seating at a railway station, or that information should be given in an alternative format to make it accessible to the passenger.

Unit 2

Provide Appropriate Information

All passengers require relevant and accessible information at the different stages of their journey. The emphasis of this unit is to ensure disabled passengers can access all information that is relevant to their needs.

Experienced travellers may request this information, whereas staff will need to anticipate the needs of passengers who have limited experience of using public transport. The member of staff should make an assessment of how the information should be given, and take action to provide it in this way.

In addition to the passenger's information needs at different stages of the journey, staff should appreciate the importance of providing information on emerging situations such as delays, cancellations, suspension of services and replacement transport provision.

Unit 3

Select, Utilise and Adapt Resources to Meet Passenger Needs

Transport staff should ensure that all resources needed for the passenger to access the transport provision, and complete their journey, are made available. These resources could include staff assistance, specialist equipment or seating arrangements. Consideration should also be given to accommodating all aids such as guide and assistance dogs and wheelchairs.

Decisions and plans need to be communicated and agreed with the passenger. Where plans do not meet the passenger's needs or expectations, or the resources are inadequate or faulty, the member of staff should be able to record and report feedback and concerns using company procedures.

Whilst this unit encourages the member of staff to be pro-active and seek solutions to barriers, they also need to demonstrate their ability to operate within the legal and operational requirements relating to the rights of the passenger and health and safety.

Unit 4

Establish and Maintain Passenger Comfort

This unit focuses on the comfort and safety of passengers at all stages of their journey. For example, the bus driver may need to kneel the bus, the taxi driver may need to assist with seat belts, the station assistant or member of airport ground staff may need to guide a passenger to a seat.

Having supported access to the transport provision, passenger comfort should be checked and maintained. This might include providing information on journey progress, toilet facilities or buffets, storing luggage or travel aids, or simply checking that the passenger is comfortable.

A key factor within this unit is good, pro-active customer service by individual staff members and a high quality of continuous service from the passenger's perspective.

Unit 5

Liaise With Others

For the passenger to experience seamless customer service throughout their journey, it is likely that individual frontline staff members will need to liaise with colleagues and others.

The roles of these 'others', and the occasions when liaison is necessary, will depend on the role and context of the staff member. Examples include when advice or specialist knowledge is needed, when specialist skills (such as using ramps) are needed, or when the passenger moves on to the next stage of their journey and requires the member of staff to facilitate and support the contact with assistants or advisers.

It is important that the member of staff takes responsibility for the well-being of the passenger. They should seek passenger consent to information sharing and other actions, keep them informed of plans and progress, and engage them in the process.

2.1.2 Performance Outcomes

These define the broad actions expected in relation to the unit heading. For example, in order to 'Recognise the disabled passenger and assess their needs' (unit 1), the member of staff will need to 'Recognise the disabled passenger' (element 1.1), 'Facilitate effective communications' (element 1.2) and 'Assess the needs of the passenger' (element 1.3).

2.1.3 Performance Indicators

These give precise details of the staff practice required to meet the performance outcomes. The example used above ('Recognise the disabled passenger and assess their needs') will require the member of staff to demonstrate that they 'Use a range of communication skills to gather information and explore the needs of the passenger and their travel requirements' (performance indicator 1.2.3)

2.1.4 Knowledge and Understanding Requirements

Transport staff will need to demonstrate that they are aware of the issues relating to disabled passengers and have an understanding of the impact of their own performance. Knowledge and understanding requirements provide a 'checklist' of the supporting information and understanding required for staff to operate as effectively as possible.

3.0 Key Themes

When familiarising yourself with the framework, you will see that there are a number of themes that recur throughout it. The repetition within different units is intentional since the emphasis will alter in line with the overall heading or context.

As an example, the health and safety requirements relating to element 2.2.2 (a) will focus on the information given to the passenger about the transport providers services and facilities (such as emergency exits). In 3.3.1 (a) that focus will be much more on the behaviour of the member of staff to ensure that they do not compromise the passenger's, or their own, health and safety (such as lifting or using equipment without being suitably trained).

The key themes running throughout the framework are:

- **Legislation** – Staff should be aware of all relevant legislation and how it impacts on their work, the service being provided and the rights of disabled passengers. This is expected to include:
 - Disability Discrimination Act (DDA) 1995 & 2005
 - Equality Act 2006
 - Health and Safety at Work etc Act 1974
 - The Human Rights Act 1998
 - Data Protection Act 1998
- **Disability** – According to the Disability Discrimination Act, a person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Such impairments include physical, cognitive, mental health and sensory impairments (including multiple and hidden impairments). Staff need to understand how these may have an impact on the disabled passenger's requirements, behaviour and ability to express their needs.

Beyond this, staff should also have an understanding that people with impairments are disabled by the societal and environmental factors associated with travelling, and the public transport infrastructure. For example, a wheelchair user may be disabled if the only access is via steps, or a blind person may be disabled by a lack of accessible information.

- **Stereotyping** – Staff should be aware of how their own values and attitudes might impact on perceptions of disabled passengers and understand the importance of seeing disabled passengers as individuals with differing sets of skills, experiences and levels of confidence.
- **Fear Of Crime** – Staff need to understand how fear of crime might impact on passenger confidence, emotional well-being or willingness to undertake certain travel activities. Staff should also be aware of how their being visible and accessible is supportive to disabled passengers.
- **Resources** – Staff should know what resources are available to meet the individual needs of passengers who are disabled in different ways. These resources will include communication aids such as Braille or large print materials, audio-visual displays, access and safety equipment such as ramps, harnesses and safety belts, availability of staff including those able to use sign language or operate equipment, provision of seating for passengers who may tire easily, and priority protocols for accommodating disabled travellers. Consideration should be given to the full range of resources for disabled passengers that are available within the organisation and the circumstances in which they should be used.
- **Communication Skills** – Staff should understand the impact of good and poor communications. They should be able to demonstrate a set of skills that will facilitate effective and supportive communications with passengers. These skills should include verbal and non-verbal methods and the use of aids, where appropriate, to develop or improve communications. Within this theme the role of active listening, empathy and a pro-active attitude should be emphasised so that the importance of how a member of staff communicates is stressed.

- **Best Practice** – Continuous improvement of practice and provision is at the core of the framework. Staff should not only know what the organisation and disabled passenger expects of them, but should understand the quality assurance systems and strategies that can be used to develop and improve the service. Staff need to understand the importance of their own role in this process, the business case for encouraging disabled passengers to use the service, and the possible outcomes of not getting it right.
- **Ongoing Professional Development** – Staff need to recognise when their level of skills and knowledge are exceeded and know how to access further training or information using company procedures such as training plans.

It is important that generic disability equality and awareness training does not replace the need for specific training such as deaf awareness training or how to guide a blind passenger.

It is recommended that training addresses these key themes and explores their application to staff performance in relation to the requirements of the framework.

4.0 Using the Framework

4.1 How Does it Fit in With My Organisation?

The framework has been developed with a wide range of different transport providers, degrees of training expertise and staff duties in mind. However, there will be a need for deliverers of training to tailor the development of programmes to meet the specific needs of their organisation and staff roles. The training provider will need to include relevant information about organisational customer care policies, quality assurance standards, codes of practice, reporting processes and operational guidelines for staff.

4.2 How Does it Fit in With Different Staff Roles?

Disability equality and awareness training is important for all those who have a role in the design, development and operation of transport services; from those who sign the cheque and develop the policies and strategies, through to frontline staff who interact with passengers on a regular basis.

It is recognised that different transport sectors and staff roles will vary in terms of the focus of, and degree of involvement in, the care and well-being of disabled passengers. For example, policy makers may focus on the impact of their decisions on the travel experience of disabled passengers and on the ability of frontline staff to meet the requirements of disabled passengers. Throughout their day-to-day operations, some airline staff will be likely to address the sensitive issue of security checks; bus or taxi drivers are more likely to focus on driving techniques, manoeuvring vehicles and operating equipment to assist mobility impaired passengers; sales and information staff may focus on the available information resources, ticket types and concessions; and so on. Consequently, the 'weighting' of different parts of the framework will depend heavily on the environment and job roles of staff. Training programmes based on this framework should reflect the roles of staff and the context within which they operate.

4.3 How Should Training Programmes Be Structured?

The framework is intended to address the needs of all transport staff and transport modes, and disability equality and awareness training programmes based on it will need to be tailored to the operational context. Programmes should be designed on the basis of a needs analysis which reflects staff roles, the operational environment, and current training priorities (such as responding to passenger feedback).

The framework should not be regarded as prescriptive in relation to either the structure of programmes or the training delivery method. Resource allocation, operational context and other constraints (such as the ability of staff to leave the workplace or the availability of replacement staff) will all have an impact. For this reason, the framework focuses on the outputs of training in terms of staff performance and knowledge, rather than the detail of the learning input.

There are many different ways to approach the design of a training programme based on the framework. Some organisations may choose to approach the development of training by focusing on the key issues for the disabled passenger (as outlined in the unit headings), whereas others may concentrate on the key themes outlined in section 3.0. These, and other approaches, are equally valid. The critical issue for training providers, when developing the training programme, is the need for measurable learning outcomes linked to the performance outcomes in the framework, which can then be evaluated. Section 5.0 provides more detail of different evaluation methods.

5.0 Evaluating Training

5.1 Why Evaluate Training?

The purpose of training is to bring about an improvement in some aspect of the organisation's performance. It is a costly and resource-intensive activity, and if it fails to deliver the desired changes then there is little benefit in doing it.

Disability equality and awareness training that is designed to address the requirements of the framework will aim to give participants the knowledge and understanding needed to meet legal requirements, and deliver an effective service to passengers with disabilities. However, to meet the performance standards described in the framework, that knowledge and understanding must be applied through work place performance.

It is therefore essential that transport providers are able to evaluate staff performance: firstly to determine existing performance as a basis for developing appropriate training interventions, and secondly in order to determine whether training activities have resulted in the desired performance improvements. When evaluating training, the assessment of performance should not be approached as a 'pass/fail' decision. Instead it should provide an opportunity to determine the impact of training on organisational performance and the ongoing development needs of individuals, and be linked to broader organisational improvement and development cycles.

5.2 How Should Training be Evaluated?

Effective performance requires:

- Knowledge and understanding of disability-related issues
- Application of knowledge and understanding in work place settings

While these aspects of performance are linked, it is not safe to assume that an increase in knowledge and understanding will automatically result in changes to workplace practices, or to improvements in organisational performance. It is therefore important that the evaluation of training is based on evidence of behaviour in real work contexts as well as more 'academic' tests of knowledge and understanding.

5.3 Paper-Based Assessment

Many aspects of the individual's knowledge and understanding can be assessed effectively in classroom, or other non-work, settings using paper based tests with multiple choice or open response formats.

Paper-based assessments tend to be relatively inexpensive to produce and use and straightforward to score. A well designed test can provide a good assessment of levels of knowledge and understanding, particularly when there are right and wrong answers to specific questions, or when potential answers are well defined, specific and easy to explain. However, paper-based tests can overestimate knowledge and have limited effectiveness in terms of assessing understanding of the practical implementation of knowledge. They can also disadvantage individuals whose literacy skills are less well developed and those for whom English is a second language. In organisations where this is likely to be an issue, alternative methods should be sought to ensure that all staff are given the opportunity to effectively demonstrate their knowledge and understanding.

5.4 Verbal Questioning

Verbal questioning can be an effective method for use in classroom, or one-to-one settings, to test knowledge and understanding of facts and procedures, and checking understanding of principles and theories.

Verbal questioning is likely to be more time-consuming than paper-based questions, but more appropriate for individuals with poor written skills. The technique requires a skilled assessor, and a structured approach to questioning and recording of responses.

Verbal questioning can also be an effective method for collecting information about the thinking process that a person has gone through in deciding how to behave in a given situation, and the ways in which training has influenced that thinking.

When used in conjunction with workplace observation, verbal questioning techniques can be effective as a method for evaluating the extent to which knowledge and understanding gained through training has been applied in workplace settings. Verbal questioning is also a good way of assessing communication skills and use of appropriate language.

5.5 Workplace Observation

Workplace assessment involves the observations of staff actions in response to disabled travellers in real workplace situations. This is the most direct, and effective, technique for assessing staff behaviours and attitudes, and should be included in the evaluation process whenever possible.

The criteria against which performance is assessed must be transparent, and evidence should be recorded in a structured manner. Assessment should concentrate on clearly demonstrated behaviours, and should not attempt to extrapolate on the basis of assumed, or unobserved, behaviours. All staff should be aware that such observations are in use, though they do not need to know when, and how, they will occur.

Observing staff in the workplace is resource intensive, and should only be conducted by suitably trained and experienced observers. Observations should take explicit account of operational constraints where they are relevant: information about operational constraints should be captured in the same way as the behaviours they affect, and at the same time.

All staff should be aware that workplace observation is in use, and it is important that the purpose of workplace assessment is explained in a positive, and non-threatening, way. Failure to reassure staff may result in negative attitudes towards observation and, possibly, to the whole issue of disability equality and awareness training. It is important to emphasise that the process is designed to evaluate training and support development, rather than identify poor performance. Feedback to staff is a vital part of the process.

5.6 Mystery Shopping

Ideally, workplace observation will take place in real situations in which staff interact with real disabled travellers. However, for many staff, encounters with disabled passengers may be infrequent and unpredictable, and the range of disabilities represented by transport users may be limited.

Mystery shopping offers an alternative technique for observing workplace performance under normal work conditions, and has the advantage of being controllable with regard to when staff will encounter disabled passengers, and the range of access and assistance needs they will be required to address. However, this form of assessment can lack sensitivity to the operational constraints that can impact on staff performance.

Mystery shoppers require training and briefing to ensure they focus on aspects of performance to be assessed, and to record evidence in an objective, structured, and consistent manner. Mystery shopping services are often provided by special interest groups, advocacy groups, or consultants, and can provide an excellent source of evaluation evidence about the impact of training on the performance of front-line staff.

5.7 Simulations

Workplace observation is not always practical or possible; for example in relation to situations that rarely occur in practice, but that are sensitive when they do, such as emergency evacuation procedures, or confrontation with aggressive passengers. Simulation offers an alternative method of assessing performance related behaviour in a controlled setting.

Simulation involves active participation of staff in a prepared scenario, and the assessment of their performance. Case study or scenario materials are provided as part of the preparation for the exercise, and scoring is by trainer observation. It is important that the situations and materials chosen are linked to practical behaviours that can be delivered in the workplace.

Simulation may involve face-to-face interactions in which a member of staff plays the role of the passenger, or they may involve participation of professional actors or disabled volunteers.

5.8 Surveys and Consultation Exercises

Regular passenger surveys, and consultations with user groups, can be used to collect evidence of the quality of service received by disabled travellers, and the impact training makes on the perception of front-line staff performance.

5.9 Other Sources of Evaluation Evidence

Existing sources of data often provide useful sources of indirect evidence that can be used for evaluation purposes. These might include:

- Number and content of passenger compliments and complaints received
- Review of how complaints have been dealt with, and whether the customer was satisfied with this
- Passenger surveys aimed at all passengers and/or that specifically target disabled passengers
- Commissioned studies
- Consultations with passenger and advocacy groups, particularly local ones
- Incident logs
- Frequency of use of assistance equipment
- Number of concessionary products sold/cards in use
- Uptake of special services and assistance
- Number of requests for information on disability services
- Level of usage of alternative information formats
- Number of web page hits
- Frequency of repeat bookings

Effective training would be expected to result in a reduction in negative indicators' such as complaints about poor treatment from disabled passengers and/or their carers or advocates; and an increase in positive indicators, such as passenger accolades for staff, use of special fares, and input from special interest groups.

5.10 Summary

No single assessment method is effective in assessing all aspects of staff performance. Even small organisations should attempt to use a mix of methods to provide a meaningful evaluation of training effectiveness, and to identify areas for improvement.

6.0 Further Information

6.1 The Disability Discrimination Act

- www.direct.gov.uk/en/DisabledPeople/index.htm
- www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_4001068
- www.dwp.gov.uk/employers/dda/
- www.opsi.gov.uk/acts/acts1995/ukpga_19950050_en_1

6.2 Learning and Skills Advice

GoSkills

Concorde House, Trinity Park, Solihull, West Midlands. B37 7UQ

Tel: 0121 635 5520

Email: info@goskills.org

www.goskills.org

Learning and Skills Council

Tel: 0870 900 6800

Email: info@lsc.gov.uk

www.lsc.gov.uk

Learning and Skills Development Agency Northern Ireland

2nd Floor Alfred House

19-21 Alfred Street

Belfast BT2 8ED

Tel: 028 904 47700

www.lsdani.org.uk

Port Skills and Safety

Africa House, 64-78 Kingsway, London, WC2B 6AH

Tel: 0207 242 3538

www.portskillsandsafety.co.uk

Scottish Enterprise

Services to Business

Tel: 0845 607 8787

www.scottish-enterprise.com

Welsh Assembly Government

Education and Skills

Tel: 0845 606 61 60

<http://new.wales.gov.uk/topics/educationandskills>

6.3 The Rights of Disabled Travellers

Civil Aviation Authority

CAA House, 45-59 Kingsway, London. WC2B 6TE

Tel: 020 7379 7311

www.caa.co.uk/

Department for Work and Pensions

www.dwp.gov.uk/employers/dda/customers.asp

Disabled Passengers Transport Advisory Committee (DPTAC)

Tel: 020 7944 8011

www.dptac.gov.uk

Equality and Human Rights Commission Disability Helpline (England)

Tel: 08457 622 633

www.equalityhumanrights.com

Equality and Human Rights Commission Helpline (Scotland)

Tel: 0845 604 5510

www.equalityhumanrights.com

Equality and Human Rights Commission Helpline (Wales)

Tel: 0845 604 8810

www.equalityhumanrights.com

Equality Commission for Northern Ireland

Tel: 028 90 500 600

www.equalityni.org

Office for Disability Issues

The Adelphi, 1-11 John Adam Street, London. WC2N 6HT

www.officefordisability.gov.uk/

Office of Rail Regulation

One Kemble Street, London. WC2B 4AN

Tel: 020 7282 2000

www.rail-reg.gov.uk/server/show/nav.75

6.4 Specialist Organisations

Access Association

Tel: 0113 2478102

Email: secretary@accessassociation.co.uk

www.access-association.org.uk

Assistance Dogs UK

c/o Hearing Dogs for Deaf People, The Grange, Wycombe Road,
Saunderton, Princes Risborough, Buckinghamshire. HP27 9NS

Tel: 01844 348100

www.assistancedogs.org.uk

British Institute of Learning Disabilities

Tel: 01562 723 010

www.bild.org.uk/index.html

Capability Scotland

11 Ellersley Road, Edinburgh. EH12 6HY

Tel: 0131 313 5510

Email: ascsc@capability-scotland.org.uk

www.capability-scotland.org.uk

Council for the Advancement of Communication with Deaf People

Durham University Science Park, Block 4, Stockton Road,
Durham. DH1 3UZ

Tel: 0191 383 1155

www.cacdp.org.uk/

Deafblind UK

National Centre for Deafblindness, John & Lucile van Geest Place,
Cygnet Road, Hampton, Peterborough. PE7 8FD

Tel: 01733 358 100

www.deafblind.org.uk

Disability Wales

Bridge House, Caerphilly Business, Park, Van Road, Caerphilly.
CF83 3GW

Tel: 029 2088 7325

www.disabilitywales.org

Guide Dogs for the Blind Association

Burghfield Common, Reading. RG7 3YG

Tel: 0118 983 5555

<http://www.guidedogs.org.uk/>

Joint Committee on Mobility of Blind and Partially Sighted People (JCMBPS)

Tel: 0845 2412178

www.jcmbps.org.uk

Leonard Cheshire Disability

30 Millbank, London. SW1P 4QD

Tel: 020 7802 8200

www.lcdisability.org

MENCAP

123 Golden Lane, London. EC1Y 0RT

Tel: 020 7454 0454

www.mencap.org.uk

National Association for Mental Health (MIND)

15-19 Broadway, London. E15 4BQ

Tel: 0845 766 0163

www.mind.org.uk

National Register of Access Consultants

70 South Lambeth Road, London. SW8 1RL

Email: info@nrac.org.uk

www.nrac.org.uk

People First

www.peoplefirst.org.uk

Update

Hays Business Centre, 4 Hay Avenue, Edinburgh. EH16 4AQ

Tel: 0131 669 1600

Email: infor@update.org.uk

www.update.org.uk

RADAR

12 City Forum, 250 City Road, London. EC1V 8AF

Tel: 020 7250 3222

www.radar.org.uk

Royal National Institute of Blind People (RNIB)

105 Judd Street, London. WC1H 9NE

Tel: 020 7388 1266

www.rnib.org.uk

Royal National Institute of Deaf People (RNID)

19-23 Featherstone Street, London. EC1Y 8SL

Tel: 020 7296 8000

Textphone: 020 7296 8001

www.rnid.org.uk

Sense

101 Pentonville Road, London. N1 9LG

Tel: 0845 127 0060

Email: info@sense.org.uk

www.sense.org.uk

SCOPE

6 Market Road, London N7 9PW

Tel: 0808 800 3333

Email: response@scope.org.uk

www.scope.org.uk

Scottish Disability Equality Forum

12 Enterprise House, Springkerse Business Park,
Stirling. FK7 7UF

Tel: 01786 446456

Email: general@sdef.org.uk

www.sdef.org.uk

The UK Disabled People's Council

Litchurch Plaza, Litchurch Lane, Derby. DE24 8AA

Tel: 01322 295551

Email: general@UKSDPC.org

www.bcodp.org.uk

This is not a comprehensive list but a sample of a range of disability organisations.

Disability Equality and Awareness Training Framework

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
Unit 1 Recognise disabled passengers and assess their needs	Element 1.1 Recognise disabled passengers	1.1.1 Assess verbal and non-verbal cues to determine which passengers may be disabled	A) The range of disabilities passengers may have: includes physical; mental; learning; visual; hearing; and speech, as well as multiple disabilities and hidden disabilities B) The potential impact of different disabilities on passengers' ability to access and use transport provision, including the issue of fatigue C) The flexibilities and restrictions of the transport provision to meet the needs of disabled passengers D) How fear of crime issues may impact on disabled people E) The ways in which the passenger's own perceptions of 'being disabled' may differ from the staff member F) Recognise the limitations of initial impressions and understand the importance of identifying individual needs
		1.1.2 Ensure own behaviour assists the passenger to express their requirements	A) How stereotypes, personal prejudices, assumptions, and misinformation about disabilities and disabled passengers, might impact on perceptions of passenger needs and own behaviour B) The ways in which own behaviour can be adapted to assist disabled passengers C) What strategies can be effective, and which are most likely to be appropriate in relation to different types of disability
	Element 1.2 Facilitate effective communications	1.2.1 Be identifiable, and perform duties in a way that meets operational requirements and best practice with regard to behaviour and attitude	A) What is meant by 'good customer service', and the importance of the front-line staff role and behaviour in relation to travellers' perceptions of it. B) The importance of being a visible and accessible member of staff C) The equipment available to help with effective communication

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
Unit 1 Recognise disabled passengers and assess their needs	Element 1.2 Facilitate effective communications	1.2.2 Explain own role and the support you and your organisation can provide in a way that meets legal and operational requirements.	A) The current legal, operational and best practice requirements regarding the rights of disabled passengers, anti-discriminatory behaviour and the obligations of the transport provider B) The impact of, and restrictions imposed by, the transport infrastructure on the passenger's journey
		1.2.3 Use a range of communication skills to gather information and explore the needs of the passenger and their travel requirements	A) The impact of different disabilities on the passenger's ability to communicate their needs B) The equipment that is available, and how to use it, to support communications C) The different ways that disabled passengers might respond to offers of help, and how to respond sensitively to these differing reactions D) Different questioning techniques and their impact on communications E) What is meant by 'active listening' and how it can be used to support effective communications F) The importance of language, tone of voice, pace and body language/non-verbal communication, and how these might be adapted to different situations G) Ways in which own language and behaviour may or may not offend, embarrass, or reinforce stereotypes H) Awareness of own values, attitudes and feelings, and how these could impact on own actions and reactions I) How to assess the passenger's understanding of the discussion

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
Unit 1 Recognise disabled passengers and assess their needs	Element 1.3 Assess the needs of the passenger	1.3.1 Assess the match between passenger requirements and the transport provision	A) The full range of disabilities passengers may have B) The impact of different disabilities on passengers' ability to access and use transport provision C) The flexibility or restrictions of the transport provision to meet the needs of disabled passengers D) How stereotypes, personal prejudices, assumptions and misinformation about disabilities and disabled passengers might impact on perceptions of their needs
		1.3.2 Make a reliable assessment regarding the needs of the passenger	A) How to use both the passenger's expressed needs and own knowledge of the problems faced by disabled travellers to identify the most appropriate support. B) The different types of barriers disabled travellers can encounter C) The solutions available to overcome barriers D) The range of resources available to assist the traveller E) How delays, suspension, cancellation or replacement services will effect the passenger

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
Unit 2 Provide appropriate information	Element 2.1 Assess information needs	2.1.1 Identify information needs that have been expressed	A) How information needs will vary according to the passenger’s disability, level of confidence and prior experience of travel B) How to check and confirm own understanding of the passenger’s requests
		2.1.2 Anticipate information requirements that have not been made explicit	A) How information needs might vary according to the nature of the disability, the transport mode, the resources available and current or potential difficulties (such as equipment failure or a disrupted service) B) The different resources available to support disabled travellers. C) How to identify the availability of assistance, and how to book and confirm it with the passenger D) How to assess any gap between the assistance required and the assistance offered, and what measures can be taken to address the gaps E) The importance of passengers receiving detailed and complete travel information for their whole journey (such as timing, access, allocation of resources, potential barriers and the solutions available) F) The importance of keeping passengers informed regarding actions which may be unfamiliar, unexpected, or potentially embarrassing (such as security checks)

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
Unit 2 Provide appropriate information	Element 2.2 Provide information in an accessible format	2.2.1 Provide relevant information in a format that is accessible to the passenger, and which covers all stages of their journey (pre travel, tickets, boarding, on-board, alighting, moving on to the next stage of the journey, or leaving the facility)	A) The importance of travel information for the passenger B) The information that might be needed by different passengers, including emerging requirements (such as the delay, cancellation or suspension of service, or replacement transport) C) Different ways of presenting information to cater for people with different disabilities, and whether and how materials could be amended or developed to meet their needs D) How to overcome barriers to communication if standard information sources (such as visual displays or announcements) are inaccessible to the passenger E) How to assess the passenger's understanding of the information provided F) How and where to direct passengers if their information requests are outside the business of the current transport provider (correct websites, telephone numbers, leaflets, staff etc.)
		2.2.2 Demonstrate awareness of policies, procedures and legal requirements with regards to providing accessible information	A) Legal requirements and personal responsibilities regarding access to information for disabled travellers - DDA, Health and Safety etc. B) Own company's policies and procedures regarding staff behaviour and disability equality C) Company procedures for dealing with passenger feedback, including comments, compliments and complaints relating to information provision.

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
Unit 3 Select, utilise and adapt resources to meet passenger needs	Element 3.1 Recognise passenger needs	3.1.1 Make an assessment of the level of support required by the passenger	A) How different disabled passengers might react to offers of help, and ways to respond sensitively to these differing reactions. B) How the transport infrastructure could restrict the passenger’s ability to access and make full use of the service. C) The potential improvements in accessibility and comfort if additional resources are provided for the passenger.
		3.1.2 Identify difficulties and barriers that the passenger may encounter at all stages of the journey, and implement acceptable solutions to overcome them.	A) How operating systems and practices can present barriers to access B) How legal and organisational requirements will effect the solutions that can be found C) How different disabled passengers may feel and react if they encounter difficulties and barriers to their travel D) How other passengers react to situations involving disabled people, and the impact this could have on the passenger E) How, and when, to seek help or advice; and from whom, or where, it should be sought
		3.1.3 Match available resources to meet passenger requirements	A) The range of resources available to assist disabled travellers, and how these might be used to address the needs of individual passengers B) The impact of stereotyping and the importance of treating each passenger as an individual, taking account of different levels of confidence and aptitudes C) The system to check for the availability of assistance, how to book it, and how to confirm it with the customer

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
Unit 3 Select, utilise and adapt resources to meet passenger needs	Element 3.1 Recognise passenger needs	3.1.4 Offer help in ways which will meet or exceed customer expectations	A) How a positive and pro-active approach can impact on the passenger's perception of the journey experience B) How staff knowledge of different disabilities and services offered can positively influence the passenger's perception of the journey experience C) The importance of the upkeep and presentation of resources such as specialist equipment D) How to make offers of help in a sensitive and responsive way
	Element 3.2 Secure resources to facilitate travel	3.2.1 Keep the passenger informed of actions, progress and plans, and involve them in their travel plan	A) The importance of informing the passenger and involving them in their travel plan, including emerging changes if necessary B) The importance of confirming that assistance has been booked, including how failure to deliver could potentially impact on current and future use of the company and other transport providers.
		3.2.2 Arrange for appropriate services and resources to enable the passenger to undertake their journey	A) The range of resources available within the company, including equipment, specialist staff, information materials and space allocation for people with different disabilities B) How to identify which resources might meet passenger needs C) How to use different types of equipment safely, and when it is not safe to use equipment, including calling on other members of staff if this responsibility falls outside own job profile D) How own communication manner can have an impact on the passenger's experience of their journey E) The importance of prompt and appropriate allocations of resources

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
Unit 3 Select, utilise and adapt resources to meet passenger needs	Element 3.2 Secure resources to facilitate travel	3.2.3 Arrange a personal assistant or guide, where appropriate, and manage passenger expectations regarding this provision	A) The type of personal assistance available within own company and how to book it. B) How to manage expectations of disabled people regarding the role and responsibility of personal assistants or guides, when the person is using different transport modes C) How to find out about the options for personal assistance offered by other companies with whom the passenger will need to interact during the course of their journey D) How to identify and notify all others involved in organising and booking personal assistants or guides at different stages of the journey, and how to confirm this with the passenger
		3.2.4 Use resources appropriately, within established guidelines, including summoning help or seeking advice when own knowledge or skill is exceeded.	A) The range of equipment available and when it should be used. B) How to operate equipment correctly, and when to summon others if this falls outside of own responsibilities and/or expertise C) How to involve the passenger in the process D) How to balance the needs of all travellers E) The legal requirements regarding access to, and facilitation of, travel F) Circumstances in which it might be appropriate to call for help or advice G) Organisational procedures for summoning help or advice H) The range and availability of staff that could offer help or advice (e.g. staff trained in sign language; staff trained to fit ramps)

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
Unit 3 Select, utilise and adapt resources to meet passenger needs	Element 3.2 Secure resources to facilitate travel	3.2.5 Seek acceptable solutions to identified barriers	A) The range of barriers to travel that could occur B) What could be ‘acceptable solutions’, and how these might vary according to the individual passenger C) The importance of a positive and pro-active attitude D) How interpersonal skills of transport staff can affect the passenger’s experience of their journey
		3.2.6 Assess whether the resources used (including own actions) have met passenger requirements	A) Why assessments of passenger satisfaction are important to the customer and the operations of the company B) How to gather the information needed to make reliable assessments, including using different questioning techniques and the assessment of verbal and non-verbal cues C) How different passengers might react to the provision of resources D) How to evaluate the passengers experiences, draw conclusions, and act appropriately, including making use of reporting procedures within the company
	Element 3.3 Operate within legal obligations and operational best practice	3.3.1 Operate in a way that meets legal and operational requirements	A) Relevant legislation (such as Disability Discrimination Act and Health and Safety), codes of practice and operational guidelines, including how these relate to staff and passengers B) How the legislation relates to own responsibilities and passengers’ rights C) The business case for providing an inclusive service

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
Unit 3 Select, utilise, and adapt resources to meet passenger needs	Element 3.3 Operate within legal obligations and operational best practice	3.3.2 Take appropriate action, including implementing emergency procedures and reporting when things go wrong	A) How to deal with emergency situations (such as deterioration in health, accident, equipment failure or transport service issues) in line with health and safety legislation and organisational requirements B) How to deal with complaints, including immediate responses to the passenger, and how to report the details C) How to resolve passenger conflict relating to resources that have been provided for use by disabled travellers
		3.3.3 Use the organisation's compliments, comments and complaints procedures to elicit and record customer feedback	A) The organisation's quality assurance standards and procedures B) Why feedback is important, and how it can be used to improve services for disabled passengers C) How to deliver the best possible service within operational constraints D) The importance of own behaviour and attitude in enabling passengers to state their opinions E) The potential impact on business if the service does not meet legal requirements or operational best practice

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
Unit 4 Establish and maintain passenger comfort	Element 4.1 Enable the passenger to access the transport provision	4.1.1 Identify accessibility issues as they arise and take action to overcome them	A) The range of different disabilities, and the problems passengers with them might encounter when travelling B) The physical, confidence, information and design barriers disabled passengers might experience C) The organisational systems and facilities that are in place, and what to do when they are not working D) The importance of flexibility to respond appropriately to emerging requirements during the journey
		4.1.2 Assess assistance needs and offer and provide assistance as appropriate	A) The potential assistance needs for different disabled passengers B) What assistance can be offered to people, and why it is important for passengers to know what they can, and cannot, expect C) Fear of crime, the implications of this for disabled travellers, and measures that can be taken to address it
		4.1.3 Be pro-active in providing assistance to disabled passengers	A) The range of potential accessibility issues, and how to address them appropriately B) The importance of staff visibility, and how to make sure that staff presence is felt by passengers. C) What problems people might encounter when using the different transport modes

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
Unit 4 Establish and maintain passenger comfort during the journey	Element 4.2 Take action to ensure the comfort and safety of the passenger during the journey	4.2.1 Ensure the passenger is comfortable and safe, their travel aids and luggage are correctly situated, and they are kept informed of your plans and actions	A) How to check that the passenger is comfortable and safe, including communications and checking of equipment where appropriate B) How to establish with the passenger what assistance is required, and inform them of what assistance can be offered C) Health and Safety requirements, including legal and operational responsibilities, guidelines and boundaries D) How to provide services in ways that give consideration to passengers' needs (e.g. style of driving)
		4.2.2 Inform the passenger of any facilities or services which could make their journey more comfortable	A) The range of on-board facilities and services that are available to make the passenger's journey more comfortable B) How to inform the passenger of facilities and services available, and identify practical solutions if the passenger might have problems accessing them C) How and when to inform the passenger of emergency procedures
		4.2.3 Provide consistency and continuity of service for the passenger	A) The importance of consistency of service, including the effect on the passenger's willingness to use the transport provision in the future B) The importance of continuity of service, including the long lasting impact on customer confidence and impact on business if things go wrong C) The importance of keeping the passenger informed of journey progress in a meaningful and accessible way

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
Unit 5 Liaise with others	Element 5.1 Identify the need to liaise with others	5.1.1 Identify the points in a journey, and/or the different situations, where liaison with other people may either help or be a requirement.	A) The different stages of a ‘journey’ and the possible problem areas associated with different disabilities B) The situations in which passengers may benefit from further assistance C) The range of situations where liaison with other staff could be necessary and important, including passenger access, comfort and emergencies D) The situations where requests or requirements fall outside own authority and/or expertise, and how to request the involvement of others E) Action that might be necessary to avoid the breakdown of the service for the passenger, or them having a negative experience of the journey
		5.1.2 Clarify the objectives of liaising with others	A) The range of support that different staff members might be able to offer B) How to act, and who to contact, in emergency situations C) How clear communication between different staff members, departments or roles can benefit disabled passengers
	Element 5.2 Establish communications and commitments to assist the passenger	5.2.1 Identify the appropriate staff member to assist the passenger	A) The different roles of staff within the organisation with responsibility for passengers with different disabilities and requirements. B) The roles and responsibilities of others who may accompany, and/or be involved with the journey of, a disabled person, such as care staff, companions and assistants

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
Unit 5 Liaise with others	Element 5.2 Establish communications and commitments to assist the passenger	5.2.2 Share information about the passenger and their needs, in a way which conforms to legal boundaries and organisational codes	A) The main features of the Data Protection Act and how it impacts on staff responsibilities regarding shared information B) The personal information that might be necessary and relevant to enable the passenger to travel C) The obligations and restrictions of operational requirements that relate to information sharing within own, and between own and other, organisations D) How to obtain the passenger's consent to record and share information E) How to explain the procedure and benefits of recording and sharing information
		5.2.3 Seek and establish commitment from others to provide support to the disabled passenger	A) The importance of good communications, including questioning and summarising B) How to confirm that a commitment to supporting the passenger has been made C) How to record that a commitment has been made
	Element 5.3 Engage the passenger in the process	5.3.1 Explain to the passenger the reasons for, and benefits of, involving others	A) What third parties could be involved and why B) What the passenger might want to know about third parties C) How to present information in a positive, sensitive, and coherent way
		5.3.2 Assess passenger reactions to the organisation of additional support	A) How different passengers might react to additional offers of help B) Situations where provision might not fully meet passenger needs C) How provision could be adapted to meet the passenger's needs

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
Unit 5 Liaise with others	Element 5.3 Engage the passenger in the process	5.3.3 Encourage feedback from the passenger regarding the experience and suitability of service	A) How own behaviour, attitude, and approach may encourage, or discourage, feedback B) How to report shortfalls or lack of provision, and make recommendations for improvements C) How feedback from passengers can be used to improve and benefit the business D) When, and how, to record passenger responses, including the use of organisational quality assurance systems for passenger comments, compliments and complaints
	Element 5.4 Handover responsibility for the passenger	5.4.1 Assist the passenger to access the next stage of their journey in a way which supports their health and safety requirements	A) How to ensure the passenger can continue their journey safely and without unnecessary physical or emotional barriers B) The health and safety requirements of the passenger, and how these effect their ability to access the next stage of the journey
		5.4.2 Maintain commitment to, and responsibility for, the passenger until the handover or journey is completed.	A) How operational responsibilities and pressures could impact on interactions with the passenger, and how to maintain customer focus during busy or pressurised times B) How to hand over the responsibility for assistance to another member of staff within the same or another organisation in a way which reinforces expectations and commitments.

Summary of Research to Create the Training Framework

1.0 Introduction to the Research Project

UK Government legislation requires transport providers to improve access to their services for disabled people. It is recognised that the training of transport staff, particularly those on the front line, has a vital part to play in achieving this, and in addressing the fear of crime.

On behalf of the Disabled Person's Advisory Committee (DPTAC), CEDS Research (CEDS) was commissioned to conduct an 18-month study to develop a training framework and generic principles for disability equality and awareness training.

CEDS has consulted with user groups of disabled people, and a wide range of representatives of the transport sector, to gain a full understanding of the difficulties faced by travellers, and the practical needs of the transport providers.

The programme of study comprised of:

- Conducting an international review of pertinent literature, encompassing: existing training theory and provision; qualification authorities and associated curricula; established training frameworks and practices; and attitudes to disability.
- Performing qualitative research to determine the needs of disabled users, and operators, of transport systems.
- Carrying out reviews of existing training material and staff practice.
- Identifying the aims and learning outcomes for the training, and considering approaches to evaluation to assess effectiveness.
- Analysing, reporting, and presenting the results and recommendations for the training framework.

This report summarises the activities and findings, alongside the complete finished framework.

2.0 Literature Review

The literature and information review examined issues concerning accessibility of public transport, accounting for relevant regulations, and the role of appropriate training in improving the travelling experience for disabled people.

There is limited work in the academic literature relating to disabled people travelling, and even less given to the training of transport staff in how to accommodate disabled passengers. Furthermore, there is inconsistency in the quantity of research devoted to different types of disability.

UK Government initiatives anticipate by 2025 that disabled people will be respected equal members of society. Poor accessible transport will restrict this vision. Some 12-13% of the population experience problems in accessing at least some modes of transport, and the annual cost of this exclusion in the UK could be approaching £1 billion.¹

The extended Disability Discrimination Act (2005) places duties on transport providers to treat disabled people without discrimination, and to be proactive in promoting equality. An accessible public transport system will not require anyone to do anything which is impossible, undignified, or uncomfortable because of their disability.

There is some evidence in the literature that barriers to travel have yet to be overcome for disabled people when approaching most transport modes where the physical features are of issue, as well as staff attitudes and poor staff training.

The accessibility of travel information for people with different disabilities is inconsistent, with some sensory disabilities catered for more readily than people with cognitive disabilities. The literature realises the current arrangements for information presentation in accessible format is a huge problem, and suggests the exploitation of technology, along with clarifying the roles of staff in transmitting this information, could contribute to a solution.

¹ Wilson L-M (2003). An Overview of the Literature on Disability and Transport. [Disability Rights Commission](#).

2.1 Access and Fear of Crime

According to the Disability Rights Commission (Accessed 2007) disabled people are more likely to be victims of certain types of crime, notably hate crime, although there are alternative explanations in the literature as to the reasons behind this prevalence, possibly being the steps made toward greater inclusion resulting in more disabled people being visible in society.

Particularly vulnerable to persistent low level offending are people with learning difficulties. Despite these individuals being heavily dependent on public transport, a relatively high percentage of users did not feel safe using public transport and a significant number surveyed believed transport staff were “unhelpful.”²

Overall, perceptions of security are influenced by disability, with those with mobility and sensory disabilities emphasising their concern. Improvements to design of stations could contribute to reducing the perceived fear of crime along with other measures including the availability and the training of staff.

2.2 The Disability Discrimination Act (DDA)

The increase in duty resulting from the DDA (2005) does not appear to have generated much meaningful research into staff awareness, service quality and inclusivity. The bulk of information corresponding to the DDA (1995) appears to be focussed on helping organisations understand their duties under the Act.

Also absent from researched work are the expectations disabled travellers can expect in the foreseeable future. Overshadowing research into staff training is the activity of designing out physical barriers. However, to be compliant with the Act, transport staff need to be aware of their duties, and it is suggested that disability equality and awareness training of staff has a significant role to play in facilitating access, over and above that of accessible infrastructure and vehicles. In supporting this, the Disability Rights Commission (DRC, now part of the Equality and Human Rights Commission) provided a Code of Practice, with a supporting transport supplement on compliance with the Act, emphasising training as a key factor.

² Department of Health (2005). Adults With Learning Difficulties in England 2003-2004.

The DRC Code is potentially a useful source of information and examples of the level of service that disabled travellers can, or at least should, expect to receive under the DDA. In addition, the Code of Practice suggests that awareness of disability is fundamental to compliance with the DDA, where “unintentional discrimination” is no defence in a legal sense.

It could be argued that awareness of obligations under the Act amongst transport providers is largely related to the efforts of the special interest disability groups. However, enforcement agencies have had some role to play.

There is some evidence amongst transport providers to suggest policies and Codes of Practice have been adopted in response to the Act. However, there is much variation between different providers in terms of scope and content, and some evidence of a failure to meet duties, suggesting poor enforcement of codes and policies.

There is a requirement on passenger transport, and local authorities responsible for public transport, to publish guides for disabled travellers, and disability awareness training features on the minutes of several local authority meetings. There is less evidence that effective policies are in place in the more fragmented services, such as private hire vehicles. The Association of British Travel Agents (ABTA) has an extensive code of practice for its members. However, little attention is given to training issues.

The available information on aspects of corporate awareness regarding the DDA suggests that in some transport sectors providers and their staff may well be more aware of their duties than other service providers, although with so little information identified regarding inland ferries, roadside assistance, taxi and minicab services, there may be exceptions. In summary, despite legal rights and the various related Codes, there appears to be little understanding of the implications for transport staff and their training. Nothing could be identified relating to the success of Codes in achieving attitude change.

2.3 Disability Awareness Training

The DRC emphasised that lack of staff awareness is as much a barrier to travel for disabled people as poor infrastructure. There have been two recent research studies: 'Assessment of accessibility standards for disabled people in land based public transport', Human Engineering and Guide Dogs for Department of Transport 2007; and 'Into the unknown', Leonard Cheshire Disability 2008. Both cite disability equality training for transport staff as a key factor affecting the travel experiences of disabled people.

There is evidence (Amtrak, USA) of improved service delivery resulting from a programme of awareness training. A London Transport Users Committee study on London's rail network found that disabled travellers perceived poor knowledge and awareness in staff, through to direct discrimination; although features of frontline staff roles and staffing levels may have contributed to this perspective. The study also revealed some insight amongst the rail workers in frontline roles concerning some of the difficulties disabled travellers face. However, these staff also suggested there were contributing behaviours and attitudes from disabled travellers which presented an additional barrier to delivering service quality. Thus, it may be that disability equality and awareness training does not translate easily into daily work environments.

2.4 Attitudes to Disability

Attitudes to disability can contribute enormously to the experience of disabled travellers. The literature suggests that attitudes to disabled people have been shaped by historical and religious views. As segregation was largely a condition of UK law over the past couple of centuries, some stereotypes persist - despite legislation to end segregation. Such negative perspectives are not consistent across disability types. However, there is some generalisation across different types of disability, with certain prejudices being learned.

Transport policy may improve should more disabled people become involved in the planning, design and consultation of services. These negative attitudes are not unique to transport staff, and some inference may be drawn from attitudes of employers to hiring disabled people, where previous exposure to disabled people and severity of disability were key factors.

2.5 Existing Provision of Disability Awareness Training

There is little information on the structure, theory and relevant features of disability equality and awareness training materials in the academic literature. Much of the existing literature concentrates on factors such as educational, medical, employment and access issues. A great deal of this work is academic, and not equally represented across disability types. Much of the work concentrates on training those with professional roles in relation to people with disabilities, and is not necessarily transferable to the transport sector given the variability that exists in the nature of passenger-staff interaction. Additionally, there is no information on whether training has a lasting impact on attitudes and behaviour.

3.0 Passenger and Providers Research

To provide depth and context to the issues highlighted in the literature review, and to gain an appreciation of existing practice, three specific exercises were conducted:

1. Consultation with transport users and providers.
2. Mystery shopping journeys.
3. Review of existing available training.

3.1 Consultation

The method of data collection used involved semi-structured interviews. These gave some consistency to results, and facilitated the mapping of responses whilst also allowing the necessary freedom for participants to fully contribute.

Two groups of participants were consulted, representing a range of transport mode users and providers: air, bus, coach, ferry, hire car, private hire vehicle, rail (including light rail), taxi, tram and underground. Twenty members from each of these groups were contacted:

1. Group 1 - **Disabled Travellers** including disabled individuals and representatives of disability groups.
2. Group 2 - **Transport Related Personnel** including transport providers, representatives of governing bodies, training providers.

While the interview discussion focussed on gaining greater insight into the problems people encounter when travelling on public transport, participants were also encouraged to make suggestions for improvements that could be addressed through a disability equality and awareness training framework. There was less of a focus on issues relating to transport infrastructure, and more emphasis on issues relating to staff/public attitudes, access to information, language/terminology and safety when travelling.

3.1.1 Key Issues Requiring Consideration Identified Through Consultation

DISABLED TRAVELLERS	TRANSPORT RELATED PERSONNEL
<ul style="list-style-type: none"> • Mindset and staff attitudes • Staff are intimidated/fear disability/ignorant/insensitive • Public ignorance of issues relating to disability • Poor communication systems within and between stations and other transport infrastructure • Poor signage – inconsistency, poor design • Fare inequality • Planning journeys • Access to information • No central booking system • Inadequate infrastructure – lighting, aids for mobility etc. 	<ul style="list-style-type: none"> • Mindset change needed – poor education, challenge misconceptions/assumptions • Poor communication/awareness between provider and passengers • Information overload – legislation • Cost implications of service provision – adapting infrastructure • Media/PR sensitivity • Infrequent exposure to disabled traveller • Safety of staff – passenger handling, injuries • Customer expectations • Hidden disabilities – implications for service provision • Terminology/language • Strengthen systems/processes to support infrastructure

3.1.2 Suggestions for Improvements

The key general suggestions, from the groups, for improvements were:

- Consistency across transport providers
- Clearer policy and guidelines
- Clear information points at all stations – staffed
- Central information system for capturing information
- Central booking system
- Guarantee of services
- Better co-ordination of services
- Staff attitudes – politeness, sensitivity
- Proactive approach to offering help on board

Specific improvements with respect to training of transport staff were:

- Challenge assumptions, mindsets and attitudes
- Use people with disabilities to deliver the training
- Improve general communications skills
- Cover a wider range of potential behaviours
- Raise awareness particularly about learning difficulties and hidden disabilities
- Do regular refresher courses
- Make training more interactive
- Have rigorous monitoring post training

Many of the points raised were related to poor staff attitudes, and staff and general public ignorance regarding issues facing the disabled traveller. Feedback suggests that there is currently a poor level of communication between customer facing staff and the disabled traveller. Some of this relates to poor training and low levels of disability awareness, but also this appears to relate to the infrequency of contact for some staff with disabled travellers.

Concern also existed with regards access to information prior to, and during, travel, and communication of information - in particular, when changes to services occur. Uniformity and consistency across transport modes appears to be lacking, especially in terms of communication systems, infrastructure and processes, and systems relating to the disabled traveller.

Issues were also raised about the lack of a central booking facility, and inadequate guarantees of services or booking of seats. Expectations of travellers need to be more closely matched to service provision, and managed properly through improved communication of service availability and accessibility.

3.2 Mystery Shopping

Mystery Shopping is a form of participant observation that uses researchers to act as customers, or potential customers, to monitor existing service compliance delivery relative to specific service standards. As such, it was ideally suited to provide another dimension to CEDS' review of existing practices. In essence, it served to inform the study about what really happens when disabled travellers interact with transport staff – to ascertain a 'real life' perspective of disability awareness and attitudes to those with disabilities.

Mystery Shopping journeys were conducted throughout the UK across 10 regions to represent a cross section of demographics ranging from rural to city: Abergavenny, Halifax, London, Manchester, Newcastle-Upon-Tyne, Sheffield, Wymeswold, Weston-Super-Mare, and a multi-modal return journey from Birmingham to various destinations in Scotland and Ireland.

160 journeys were conducted using a range of transport modes: air, bus, coach, ferry, hire car, private hire vehicle, rail (including light rail), taxi, tram and underground.

The travellers, aged between 20-68 years (53% female, 47% male) presented primary disability types: hearing impaired and deaf, learning difficulties, mental health, speech impairment, blind and partially sighted, wheelchair users and other mobility difficulties.

For each journey a comprehensive questionnaire was completed by the traveller addressing staff-related issues identified through the earlier research, including:

- **Pre-Journey** - considering each step regarding gathering information and/or booking the journey.
- **Setting Out** - considering issues such as getting to the stop/station, being at the stop/station, and access to information.
- **Obtaining Ticket/Paying Fare**
- **Boarding** - considering both preparing to board, and actually boarding.
- **On Board** - considering facilities, access to information, and on board help.
- **Disembarking the Vehicle** - considering arriving at the disembarking point, preparing to disembark, and actually disembarking.
- **Connection or Leaving the Transport Mode** - considering facilities, meeting up with others, and so on.

The findings of the mystery shopping reflected the outcomes of the consultation exercise, although three common headline themes are worthy of note:

- Passenger confidence in the transport system, the service provided, and the availability of assistance is a key issue.
- Disability appears to exacerbate the problems faced by inexperienced travellers.
- The major difficulty commonly faced by the disabled passenger appeared to be switching between modes of transport (e.g. bus stop to rail station).

3.3 Existing Training

For an efficient delivery of training, and to ensure that training is comparable and transferable, it must build on existing programmes, curricula and training frameworks. Furthermore, since a new comprehensive framework needs to ensure that delivery methods and content are appropriate for all relevant staff, as many transport modes and sources of training as possible were contacted.

These included:

- Groups responsible for securing civil rights for disabled people, such as the then Disability Rights Commission.
- Transport providers and employers' groups across the whole transport sector, including vehicle recovery and Transport Police, in addition to those involved in the various transport modes listed in the previous section.
- Skills Councils, qualification and curriculum bodies.
- Commercial suppliers of training.

3.3.1 Sources of Available Training

From these sources of potential training material, those more targeted to the transport industry were identified for the nine transport modes (including Transport Police). They were then categorised as:

- Mode-specific training provided directly for transport staff.
- Non mode-specific training provided directly for transport staff.
- Provide advice on training content only for transport staff.
- Published Guides and Codes of Practice in which training for transport staff is specified.
- Possibly provide training for transport staff.

This led to a list of selected organisations which were approached regarding sharing information about their current training strategy and methods. The majority responded positively and, through a combination of telephone conversations, email dialogues and face to face meetings, provided a great deal of information about currently available training. Many also supplied details of training programmes, and copies of training materials, for further review.

3.4 Key Messages

Whilst disability equality and awareness training is well developed within some companies and some transport sectors, there is huge variation. The need for standardisation was recognised by many of those contacted.

In drawing together conclusions from across the whole range of organisations contacted, key messages were drawn out in a number of main areas as follows:

Managerial and Contractual Issues

- Some transport operators and commissioning organisations impose contractual requirements to ensure contractors and staff comply with disability equality and awareness training, and that the daily operation of the service meets the needs of disabled travellers.
- Other transport operators require disability equality and awareness training as a pre-requisite for employment or a licence. For licensed taxi drivers this can extend to requiring newly licensed vehicles to be accessible.
- Being part of a large, overarching organisation such as Transport for London or a Passenger Transport Executive appears to facilitate access to training and resources.

Physical Infrastructure Issues

- The fleet of vehicles, planes and ships must be accessible, and drivers must be familiar with, and use, the supplied equipment.
- Mobility scooters and large wheelchairs cause concern on buses, trains and trams with regard to the huge number of different models and variations in their dynamic stability.

Timing and Duration Of Training

- All staff should receive disability equality and awareness training, ideally at induction, and this training should be integrated into the wider customer care / customer service agenda.
- The minimum duration for the disability equality and awareness training is typically a half day, although a whole day is preferable, whilst training providers favour even longer sessions.
- Practically all transport sector staff work shifts, and this makes scheduling training courses very difficult and sometimes particularly expensive.
- It is important to do refresher training as well as training at induction.

Trainers

- Using disabled trainers is generally believed to be an important way of addressing prejudice and ignorance, and generally raising awareness of the abilities of disabled people.
- Most operators felt that involving disabled people in the training adds credibility to the session.
- For the smaller operators, using an external trainer to train one or more people as trainers, who then cascade the training down within the organisation, is considered a cost effective method of training the whole workforce.
- Some large transport operators have training academies to train staff in all aspects of their work, including disability equality and awareness training.

Techniques and Methods

- Training needs to be 'hands-on' to maintain interest, and interactive training and small group working is preferred to traditional lecturing.
- Simulation exercises are often used to help get the message across and bring home, to staff, the barriers that disabled people encounter, and how these relate to transport use.

Learning Materials

- A variety of material, some interactive and some passive, from workbooks to DVDs, was collected during this phase of the work. Whilst DVDs are a valuable training resource within a trainer-led programme, there are some reservations about their use as a stand-alone delivery method.
- Expensive, targeted DVDs are generally developed by large operators or consortia in one transport mode.
- The quality of training delivered by the individual transport operators is considered by some to be very variable. There is therefore a need for more consistency and evaluation.

Content and Scope of the Training

- When transport operators provide the training they frequently develop, or at least tailor, training to ensure they can get their own specific message across to staff.
- Commercial trainers tend to work in specific transport areas, although some do work across transport modes.
- One training organisation has developed whole training programmes, and had them accredited by curricula authorities.
- Most training programmes spend some time going through the DDA, as well as presenting the various models of disability, before moving on to practical aspects, exercises and so on. Staff chiefly need to know about the barriers that disabled travellers face, and what they can do to overcome or remove them, as well as the legal issues.
- Many frontline transport staff are given training in conflict resolution and dealing with aggression. The training focus tends to be on the safety of staff, rather than on addressing fear of crime in passengers.
- For some transport modes health and safety is the core training issue, and customer services training, including disability equality and awareness training, tends to be a lower priority.

Challenges And Conflicts

- Staff find it particularly difficult to know how to deal with travellers with learning disabilities and mental health problems. There is also concern for disabled travellers with 'hidden' disabilities such as deafness, learning disabilities, autism etc.
- Health, safety and security take precedence over issues of disability awareness, and there are consequential limitations on what can and cannot be done for disabled travellers.
- There can be a problem of competing demands on staff time that may prevent them from providing the level of service they would ideally like to be able to deliver to disabled travellers.
- There are enormous time pressures on staff to keep to timetables, and if dealing with a disabled traveller upsets a schedule this can in turn lead to financial consequences for the company. Being able to assist disabled passengers efficiently can therefore save time and money.

Evaluation

- Evaluation of training is recognised as necessary, and in some cases takes the form of assessing the behaviour of the transport staff.
- Evaluation of training is seen as important, and cost-benefits analysis is carried out using complaint data and ticket sales etc.

4.0 Effectiveness of Training Media and Methods

Although one of the primary aims of the training framework being developed is to affect the attitudes and behaviours of transport staff towards disabled travellers, it is also important that staff have the necessary practical training as well. However, whilst this practical knowledge and skills are essential, on their own they are not sufficient to address the barriers experienced by disabled travellers.

Consideration also needs to be given to how the skills and positive attitudes of transport operators, which are developed on the training programme, are then generalised to the context of their work. Transfer of learning from the training environment to the workplace is notoriously poor, and is the subject of much discussion in training texts.

Overall, however, the research findings indicated that positive attitudes to disability can be developed through appropriate training and education.

4.1 Effective Training

Selecting effective training for employees can vastly improve the chances of success for any business. It can help build competitive advantage and equip employees with the skills that any business needs. When choosing training courses, it is necessary to bear in mind that people learn in different ways, and training will be more effective if it meets employees' individual needs as well as the business needs.

In trying to determine the type of training that will best suit an organisation it is necessary to establish:

- Who is to be trained and how best to reach them.
- How employees will best accept and integrate training into their jobs, and their preferred learning method(s).
- The training that is available and what the company can and can't provide in the way of in-house training, funding and time.
- Which consultants or training providers can fill in these gaps.
- Which type of training best fits the identified needs.

4.1.1 Identifying Training Methods That Suit a Business

Businesses must weigh up the pros and cons for each type of training before deciding which type, or types, to provide for its employees. They must consider the cost, space, and time needed, as well as the return on investment, for each type of training.

4.1.2 Choosing Instructional Methods and Strategies

When designing and planning training, those commissioning training, as well as trainers and training designers, need to consider a number of factors when deciding on what training and learning activities should be included. These factors include the objectives of the company, the characteristics of the trainees, time availability, as well as the skills and experience of the available trainer.

4.1.3 Facilitating Learning

People learn in different ways, and matching training to the employees' learning preferences can help to speed up their learning and reduce training costs. However, it has to be acknowledged that tailoring courses to individuals may not be practical when a large number of people have to be trained.

4.1.4 Providing for Application and Transfer of Learning

The bottom line for effective training is that participants must be able to take what they have learned in the classroom and apply it or transfer the learning to real life situations after they leave the training venue.

4.1.5 Types of Training Delivery and Media

Training can be divided in a number of different ways, and can involve different activities and ways of getting the message across. It can be:

- Active (involve doing things or learning practical skills), or passive (listening to lectures)
- Small groups / workshops, or large audience
- In-house using company staff, or provided by an external trainer either in-house or at some other venue
- Face-to-face, or distance / e-learning
- Delivered by disabled people themselves, or involve role play and simulation.

4.2 Advantages of Different Types of Delivery

4.2.1 In-House Delivery

Many businesses choose to train employees in-house, but for it to be effective there must be appropriate expertise and resources in-house, and the necessary resources must be dedicated to the training programme.

4.2.2 External Delivery

The advantages of using training providers are that they are specialists. If the training providers themselves are disabled, this then gives equal status access to people with disabilities which can provide a very positive experience. External trainers can be more expensive, but planning ahead may help cut costs - and discounts are often available by booking a course for a large group of people. Alternatively, one person can be sent on a training course and then cascade the training to others, although it should be borne in mind that there are implications relating to cascade training. For example, if the external organisation provides a disabled person as the trainer - and this is considered an important element in the course - will the company have disabled people in its internal staff who are experienced in training and can deliver the cascade training?

4.3 Evaluating the Training

Evaluating the effectiveness of training is a crucial step in a training programme. It helps to decide whether the training has been a success, and whether more advanced/refresher training is needed.

For this to work, the objectives that are set out for the training need to be clear. They must be 'SMART' - Specific, Measurable, Achievable, Realistic and Time-based. For example, an increase in skills, reduction in errors or accidents, increase in ticket sales.

4.4 Updating and Refresher Training

All staff need to have ongoing training, and disability awareness is no exception. Regular updating, and checking of skills and attitudes, will ensure that all staff continue to perform at an acceptable level. It is also important to bear in mind that legislation can change, and staff need to be updated. Company policy or equipment might also change, and ensuring that staff can give the latest advice on fare structures, carriage of guide and assistance dogs, or are able to operate equipment etc. is essential.

4.5 Return on Investment in Training

Training costs can be significant in any business. Most employers are prepared to incur these costs because they expect their business to benefit from employees' development and progress. The extent to which a business has benefited can be assessed by evaluating the effects of the training. There are also other good reasons for evaluating training. It helps to:

- Track the development of staff knowledge and skills
- Find out if the learning is being applied in the workplace
- Identify training gaps and future training needs
- Establish if the investment was worthwhile
- Inform future training plans and strategy
- Ensure training continuously improves

Businesses often overlook evaluation, perhaps because the benefits – particularly financial ones – can be hard to describe in concrete terms. However, it is generally possible to pin down the benefits, enabling a sound business case for training to be made, by choosing what is measured or compared before, and after, training.

4.6 Value of Disability Equality and Awareness Training

It may not be obviously commensurate with an accountant's balance sheet to undertake disability awareness and equality training, but there are other measures of value to be considered. Debates concerning advances in disabled peoples' rights, including obligations under the DDA and Disability Equality Duty, are often expressed in terms of the cost of implementing the changes. But what is often not considered is the cost in monetary, social, and moral terms of not investing in the training. There are clearly social and economic costs of inaction. A badly designed built environment and an inaccessible transport system prevent many from contributing to the economy. As transport delays can result in a company incurring significant costs, there are real cost benefits in staff being sufficiently well trained to be able to offer effective and efficient assistance to disabled travellers by, for example, assisting a wheelchair user to board quickly. The mystery travelling highlighted this as a real issue.

It is also important to note that older and disabled people have significant spending power and, therefore, if a poor service discourages them from travelling there will also be consequential revenue losses.

5.0 Development and Review of the Training Framework

5.1 Training Framework Development

From the project's preceding research, it was essential to identify the requirements of a comprehensive training framework that takes account of the needs of all stakeholders and is relevant to all transport modes.

Information relating to the needs of disabled travellers and the challenges facing transport staff at each stage of the journey was extracted from source materials in relation to:

- What staff need to do, and know, to be able to meet the needs of disabled travellers.
- What happens in practice (issues and barriers encountered, examples of good and bad practice).
- General principles for disability equality and awareness training.

It was clear from the findings of the literature review and mystery shopper exercise, and from discussions with disabled travellers and their representatives, that an effective training framework must address disability awareness in the context of the whole journey or 'journey chain'. The extracted data was therefore recorded against key stages in the journey chain described in the previous section, with consideration given to issues of feedback and complaint.

Content analysis was used to identify a set of broad categories that could be used to summarise the content, and define the overall structure for the training framework. This was an iterative process, and data was progressively re-coded until a mutually exclusive, and exhaustive, set of categories and sub-categories was identified.

The content analysis identified five broad categories of disability awareness needs that training must address in order to facilitate access for disabled passengers throughout the journey chain. These were:

- Identifying passenger needs
- Providing appropriate information
- Selecting, utilising and adapting resources to meet passenger needs
- Establishing and maintaining passenger comfort during journeys
- Liaison with others

Each of these categories contained a number of sub-categories, giving further structure to the emerging framework. All the data derived from diverse sources and stakeholder groups, and representing all transport modes, journey stages and disabilities, was summarised under 15 'Elements' (sub-categories) that were grouped into five broad 'Units' (categories).

The Units and Elements focus on the issues disabled travellers encounter throughout the journey chain, and on the ways in which staff awareness can facilitate the whole journey, rather than on the barriers caused by specific needs in particular contexts. This structure puts the needs of disabled travellers at the heart of the emerging training framework.

It was concluded that all Units and Elements should be core to the framework. This does not imply that all aspects of the framework will be equally applicable to all staff across all transport modes. When applying the framework, transport operators and their training providers will need to determine the weighting that should be given to each Unit in relation to the training needs of different groups of staff.

5.2 Training Framework Review

A draft framework was prepared and subjected to a review, the purpose of which was to collect feedback from potential users of the training framework in relation to the suitability and usability, and to use this feedback to finalise the framework.

A questionnaire was developed for distribution along with the draft framework. This asked respondents to review the draft training framework and to consider its usability in the context of their own work and/or organisation. The questionnaire asked respondents to comment on the framework in relation to:

- Overall presentation
- Content and coverage
- Detailed performance requirements
- Using the framework

The draft framework was distributed via South Yorkshire Passenger Transport Executive to various operators, trainers and specialists for their consideration. Each participant was asked to complete a questionnaire to give their feedback.

The draft and questionnaire were also distributed to all of the Steering Group members, some DPTAC members, and some of the representatives of transport modes who had been involved in earlier stages of the research.

Overall, the review response to the framework was positive, with transport providers and others indicating that they consider it to be well structured and appropriate for transport staff. Each element of the review was considered in detail, and decisions were made about which of the suggested changes should be accepted and which should be rejected, with the framework being amended accordingly.

Project Steering Group Membership

Chair: Carol Thomas (Disabled Persons Transport Advisory Committee)
Jimi Adeleye (Disabled Persons Transport Advisory Committee), Jane Alltimes (Mencap), Vicki Ball (Goskills), Anne Bates (Disabled Persons Transport Advisory Committee), Alan Brookes (The Guide Dogs for the Blind Association), Vidur Dindayal (Disabled Persons Transport Advisory Committee), Nigel Dotchin (Department for Transport Accessibility Equalities Unit), Gary Kemp (Disabled Persons Transport Advisory Committee), Dawn Kennedy (South Yorkshire Passenger Transport Executive), Janet Kirk (Disabled People's Council), Fiona McCall (Mobility & Access Committee for Scotland), Katharine Marsh (Royal National Institute for the Deaf), Trevor Meadows (Mobility & Access Committee for Scotland), Rashmi Shah (Joint Committee on Mobility of Blind and Partially Sighted People), Andy Thompson (Transport for London), David Wallworth (Trade Union Disability Alliance).

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A video 'Talk' was shown at the Training Framework launch conference with permission from the Equality and Human Rights Commission (EHRC) formerly the Disability Rights Commission.